

Bottom-up or Top-town? ---The Approach to English Contract Translation

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Abstract:

Bottom-up approach believes that, in comprehending a text, it is linguistic knowledge that matters; while top-down approach asserts that contextual knowledge and schematic knowledge count more than linguistic knowledge. To examine which of the ones more effective than the other, this article first investigated MTI students' background, then it analysed the features of English contracts and explored the appropriate approach to six example sentences of the contracts. In the end, this article drew the conclusion that, to the specific teaching context, it is unwise and unreasonable to apply one approach only. Instead, an interactive view should be adopted, that is to combine both of the two approaches to the course of contract translation.

Key Words: Bottom-up, Top-down, Contract translation, MTI

1. INTRODUCTION

For universities of political science and law in Mainland China, contract translation is considered one of the most important compulsory courses in MTI (Master of Translation and Interpretation) curriculum, and it is the course that most MTI students are willing to select due to the practical applicability in their future jobs. Therefore teachers of the course of contract translation are obligated to help prospective graduates be capable of well comprehending and translating the contracts. To this target, an effective and reasonable teaching approach is obviously indispensable. This article will examine two teaching approaches (bottom-up approach and top-down approach) respectively, then it will analyse MTI students' background in the case of my university (East China University of Political Science and Law) and illustrate the features of English contracts. In the end, it will discuss the application of the two approaches in contract translation and attempt to find the answer to which approach will be adopted for a better teaching effects to the course of contract translation.

2. BOTTOM-UP APPROACH

Bottom-up approach refers to the use of textual data as a source of information about the meaning of a message. With this approach, language comprehension is viewed as a process of passing through a number of sequential stages, starting with the lowest level of details and moving up to the highest level. The latter stage cannot begin until the former stage has finished. The whole comprehension is a process of decoding. (Richards, 1990:50; Buck, 2001:2; Hedge, 2000:230; Celce-Murcia and Olshtain, 2000:103)

Bottom-up approach believes that "learning is a gradual linear process" (Nunan, 1998: 26). Thus the teacher should divide the whole knowledge into specific details, and helps students to practice step by step. Richards (1990:59) lists a couple of exercises which relates to bottom-up model. Each of exercises concentrates on a bit of linguistic emphasis, via which comprehension is supposed to be achieved.

-retain input while it is being processed

-recognise word divisions

-recognise key words in utterances

-recognise key transitions in a discourse

-use knowledge of word-word patterns to identify constituents in utterance

-recognise grammatical relations between key elements in sentences

-recognise the function of word stress in sentences

-recognise the function of intonation in sentences

Evaluation of the approach

Advocates of bottom-up approach hold up with the convictions that Sounds, intonation, words, grammar and other details of linguistic knowledge construct a firm foundation, without which, comprehension cannot be achieved efficiently. Buck (2001:3) reports “We should not underestimate the importance of the linguistic information.” Despite the above advocacy, many researchers are doubtful about the positive contribution by bottom-up approach. Main criticisms to this approach are as follows:

First, in accordance with this approach, language comprehension can be achieved only by a numbers of consecutive sequences. In fact, however, language comprehension does not always occur in a fixed sequence. It is possible that a person identifies a phrase earlier than a single word and he understands a general topic rather than some specific sentences. Nunan (1998: 67) comments “The major deficiency of bottom-up model is that it assumes the initiation of higher level processes, such as use of background knowledge, must await lower level decoding processed.”

Second, bottom-up approach believes that the input of the word meaning is the only important factor leading to the comprehension of a text. In fact, people get information through multiple channels. Suppose a learner is unfamiliar with a topic, even if every word is clear to him, and there are neither new words nor new structures, he still cannot achieve the effective comprehension. Thus Nunan (1998:18) comments “meaning does not reside exclusively within the words...It also exists in the head...” Rost (1990:74) comments “Not all understanding problems can be resolved solely through reliance on linguistic knowledge.”

Third, in bottom-up approach, learners are viewed as the “tape recorders” (Anderson and Lynch, 1988:9), who are supposed to remember all that they heard. But this analogy neglects the fact that people’s memory, especially short-term memory is so limited that “enable us to hold word sequences for only a few seconds and only initial analysis of the language is possible.” (Hedge, 2000:231) There is no one-to-one relation between the bits of speech a learner receives and the sound the speaker produces. When recalling a message it is possible that a learner will forget some bits and add in some bits. From this point, when people comprehend message, it is the meanings not the linguistic forms that are stored.

Last but not least, bottom-up approach claims that the next stage of the process cannot begin until the previous one is over. But the problem is how a learner can judge when the end of a process is. According to Urquhart and Weir (1998:41) “ If all the words in a sentence had to be recognised before syntactic processing began, then the model would not appear to have any way of knowing when to stop processing words and move to processing sentences.”

3. TOP-DOWN APPROACH

Compared to bottom-up approach, top-down approach refers to the use of background knowledge in comprehending the meaning of a message, which gives priority to both contextual knowledge and schematic knowledge. The former refers to the knowledge of a particular situation, while the latter refers to mental frameworks held in one's memories, which can be classified into formal schemata and content schemata. Unlike bottom-up approach, top-down approach does not allow lower level processed to direct higher level ones. (Richards, 1990:50; Buck, 2001:2; Hedge, 2000:230; Celce-Murcia and Olshtain, 2000:103)

Top-down approach differs from bottom-up approach in that the former advocates that it is the contextual knowledge and schematic knowledge that play a significant role in learners' comprehension, instead of the linguistic knowledge. Learners "will work out the purpose of the message by considering contextual clues, the content and the setting." (Hedge, 2000:234) Therefore a teacher should attempt to activate learners' inside head knowledge as follows: (Richards, 1990:60)

- use key words to construct the schema of a discourse*
- construct plans and schema from elements of a discourse*
- infer the role of the participants in a situation*
- infer the topic of a discourse*
- infer the outcome of an event*
- infer the cause and effect of an event*
- infer the sequence of a series of events*
- infer comparisons*
- distinguish between literal and figurative meanings*
- distinguish between facts and opinions*

Evaluation of the approach

Researchers think the following three aspects are the most important advantages of top-down approach:

First, top-down approach provides learners with a new path to achieve comprehension. When teaching a new material, only by the application of the transition from low level to high level (by bottom-up approach) can hardly work. On the contrary, if the teacher is able to activate students' schematic knowledge, a better understanding can definitely be achieved. Saricoban (1999) suggests that lack of socio-cultural, factual and contextual knowledge of the target language will present an obstacle to language comprehension. A research by O'Malley, Chamot and Kupper (1995:156) indicates that the students who use prior knowledge can get much

accurate understanding in contrast to ineffective learners who “became embedded in determining the meanings of individual words.”

Second, top-down approach is apt to, to a certain extent, release students’ pressure on language learning. In the language class, it is a common phenomenon that students tend to get anxious if they fail to catch one word or one sentence. In fact, word-to-word understanding is not necessary in comprehension. By means of schema and context, even if students do not understand a particular word or phrase, it does not mean that they will not be able to understand the passage as a whole. Knowing it, students will be relaxed so as to result in better learning effect.

Third, top-down approach provides students with opportunities to acquire culture of English speaking countries. This approach encourages students to utilise the topical and world knowledge, in this way students are bound to get much more than the language itself. For example, for the passage of Thanks Giving Day, students not only practise their language skills, but also understand a traditional American festival. Fantini (1997:41) comments “language work is always complemented by explicit attention to sociolinguistic aspects, cultural aspects.” Therefore, this approach contributes towards helping students cross the cultural bump, so as to achieve the cross-cultural competence.

Despite the above positive contributions by top-down approach, its limitations are inevitable as well. The most common one is that this approach cannot lead to rigorous learning. Without linguistic knowledge, students will inevitably make errors on distinguishing the verbs, personal names and phrases. For example, it is common that students recognise a phrase “down the road” as a person’s name “Donna Reed” by mishearing. Harada (1998) comments that there are a lot of errors which second language students are likely to make due to lack of lexical, grammatical knowledge and having difficulties in the second language sound system.

4. STUDENTS’ BACKGROUND

A majority of MTI students in the universities of political science and law are English-major undergraduates. For example, at ECUPL (East China University of Political Science and Law), in 2015, 28 of the 35 MTI students enrolled in have majored in English during their undergraduate study, but only one chose Law as minor. And for the rest seven students, only 2 have majored in Law. In 2016, 28 of the 35 MTI students enrolled in have majored in English during their undergraduate study, which is the same as that of 2015. Among the 28 students, 5 chose Law as minor. And for the rest seven students, 4 have majored in Law, and 3 have majored in neither English nor Law. In 2017, 24 of the 35 MTI students enrolled in have majored in English during their undergraduate study, and 3 chose Law as minor. For the rest

eleven students, only 4 have majored in Law, 7 have majored in neither English nor Law. (See Figure 1: Undergraduate majors of MTI students in ECUPL in 2015, 2016 and 2017. Figure 2: Percentage of MTI students' background in ECUPL in 2015, 2016 and 2017)

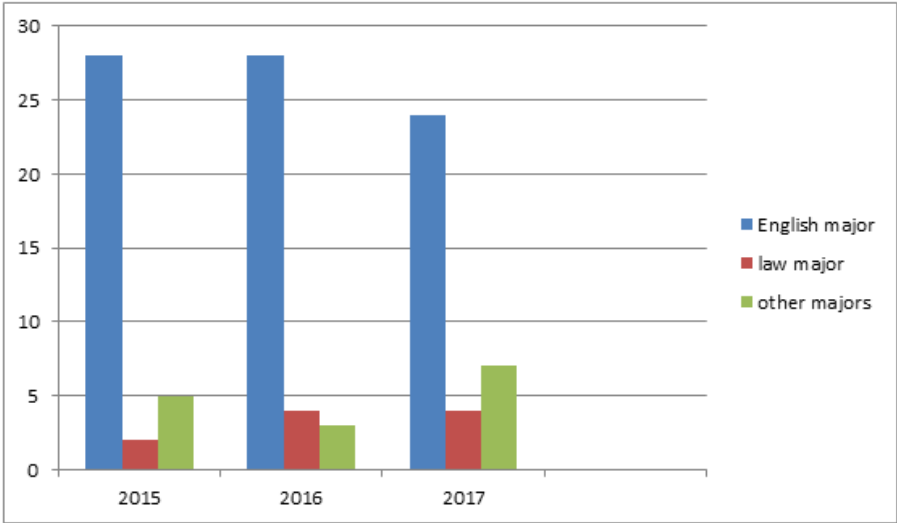


Figure 1: Undergraduate majors of MTI students in ECUPL in 2015, 2016 and 2017

Undergraduate majors	2015	2016	2017
English	27	23	21
Per cent of English	77.14%	65.71%	60%
Law	2	4	4
Per cent of Law	5.71%	11.43%	11.43%
English plus Law	1	5	3
Per cent of English plus Law	2.86%	14.29%	8.57%
Others	5	3	7
Per cent of others	14.29%	8.57%	20%

Figure 2: Percentage of MTI students' background in ECUPL in 2015, 2016 and 2017

From Figure 1, it is clearly to see that the MTI students of ECUPL are mainly composed of those who majored in English during the undergraduate studies. In the year of 2017, students with English background are slightly fewer than those in 2015 and 2016. Students with law background are a bit more in both 2016 and 2017, compared to those of 2015. What ought to be

noticeable is that, in 2017, the students who used to major in neither English nor law are more than the ones in 2015 and 2016.

From Figure 2, it can be found out that in 2015 there was only 1 student who had both English and law background, and that figure changed into 5 in 2016 and 3 in 2017. That is, 2.86% of all in 2015, 14.29% of all in 2016 and 8.57% of all in 2017 are the ones that, in theory, are the most competent in the work of contract translation. In contrast, there are some students who have neither English background nor law background: 5 in 2015, 3 in 2016 and 7 in 2017. That is, 14.29% of all in 2015, 8.57% of all in 2016 and 20% of all in 2017 are the ones that, in theory, tend to have certain difficulties in learning the course of contract translation due to lack of knowledge in both English and law. Besides, 5.71% of all in 2015, 11.43% of all in 2016 and 2017 are the ones who majored in law during the undergraduate studies. The figure shows that more students with law background are admitted to MTI program (2 in 2015, and 4 in both 2016 and 2017). But the figure of English major undergraduates is going down from 77.14% in 2015 to 65.71% in 2016, and 60% in 2017.

5. FEATURES OF ENGLISH CONTRACTS

Contracts belong to legal texts, which are “formulated in a special language generally known as the language of the law.”(Mellinkoff, 1963:3) The language of law is used strictly in a special-purpose communication between specialists. (Sarcevic, 1997:9) Therefore English contracts have their own specific features, which are summarized as unique text structure, particular words and expressions, sentence structure, and tense (Wang, 2007; Wang, 2008).

In terms of the text structure, an English contract consists of five parts (title, preamble, operative part, schedule and attestation). For the words and expressions, an English contract is always composed of terminologies, formal terms, parallel synonyms, and archaic words, which collectively have to be professional, formal, and accurate (Wang, 2007). Then, for the sentence structure, prolixity, preciseness, and perplexity are major characteristics (Wang, 2008). Besides, negative fronting, anastrophe, together with passive voice, are frequently applied in English contract writing. For the tense of English contracts, “shall” is widely used in English contracts, as “shall do”, “shall not do”, carries an obligation or a duty in legal texts, as opposed its common function in the general English, which expresses futurity.

What’s more, as the language of the law, a contract written by one specific language reflects one specific legal system. Bound to a particular legal system, each language of the law is the product of a specific history and culture. (Sarcevic,1997) Thus, to understand an English contract, one needs to grasp both the legal language and the legal culture far behind the language.

6. APPLICATION OF THE TWO APPROACHES IN CONTRACT TRANSLATION

Both bottom-up approach and top-down approach are originally applied to the teaching of listening, and gradually they are extensively used to the teaching of other skills in TEFL. (See Richards, 1990; Hedge, 2000; Celce-Murcia and Olshtain, 2000) After analysing MTI students' background and illustrating the features of contract translation, what will be examine next is the application of the two approaches in contract translation. This has to be done with the concrete example sentences of the contracts, which can be classified into three categories: recognising lexical meanings, recognising grammatical relations and recognising legal information. The following example sentences are from *Understanding English Contracts* (Wang, 2007).

Recognising lexical meanings

Most students admit that lexical meaning is always the first challenge for them when translating. They report if there is no new word in the text, they'll feel relieved, or otherwise, they'll be anxious. Although skilled translators don't think new words the main obstacles in translation, teachers have to adopt efficient methodology to reduce students' anxiety.

[Example 1]

This agreement is made and concluded by and between ABC Corporation (hereinafter referred to as Party A) and DEF Corporation (hereinafter referred to as Party B) whereby the parties agree to enter into the compensation trade under the terms and conditions set forth below.

The above example sentence contains two archaic words: hereinafter and whereby. In fact, the use of archaic words is one of the characteristics of legal English. The archaic words, such as herein, thereby, therewith and so forth, are not used in today's ordinary English, though they were common in medieval English. It's the reason that even for English major undergraduates it is difficult to translate the sentence with the archaic words, unless they recognise the meaning of the words.

For this part of teaching, bottom-up approach is preferable. It will save the class time effectively and give students a direct and explicit guiding. Teachers tell students that these archaic words can be paraphrased in this way: *here* means *this*, *there* means *that*, *where* means *which*, and at the same time change the position of the preposition to the front. Students will soon understand that *hereinafter* means *in after this*, *whereby* means *by which*, and thus they can translate the above sentence as follows: 本协议由 ABC 公司（以下简称甲方）和 DEF 公司（以下简称乙方）共同签署。据此协议，双方同意按下列条款开展补偿贸易。

[Example 2]

The contract shall be written in Chinese and in English. Both language versions are equally authentic. In the event of any discrepancy between the two aforementioned versions, the Chinese version shall prevail.

It will be easy to translate the general meaning of the sentence, even if there might be new words, such as *discrepancy* or *aforementioned*, with bottom-up approach, the problem can be quickly solved. But it is not easy for students to translate the tone of the sentence, because the meaning of *shall* in the example sentence differs from its meaning in ordinary English.

In ordinary English, *shall* typically refers to the future, and it is traditionally used only in the first person as *I shall* or *We shall*. But in legal English, however, *shall* "does not indicate futurity, it is employed to express a command or obligation, and can thus be paraphrased with *must*." (Tiersma, 1999: 105)

To help students recognise the correct meaning of *shall*, teachers don't have to tell students directly about how to translate, instead, it is better to ask students to try, and they will find the best word after comparing different versions, thus they will figure out the tone of the sentence themselves. The above sentence will be finally translated correctly, as follows: 本合同须以中文和英文书就，具有同等法律效力。前述两种文本如有歧义，（须）以中文文本为准。The translation of this sentence requires the contextual knowledge, and top-down approach is better applied here.

Recognising grammatical relations

Besides lexical meanings, grammatical relations are the equally vital factors (if not more vital) to consider in contract translation, since it is common that an English contract contains lots of long sentences and complex sentences.

[Example 3]

All expenses of keeping the books and records of the Company and the preparation of financial statements required to implement the provisions of this Agreement or otherwise needed for the conduct of the Company's business shall be borne by the Company.

To translate the above sentence, students should read it through to identify the trunk of the sentence. After reading it, students will be aware that "*keeping the books and records of the Company and the preparation of financial statements*" are the modifiers of "*all expenses*", and the two phrases explain why there are some expenses. Meanwhile, "... *required to implement the provisions of this Agreement or otherwise needed for the conduct of the Company's business*" are the modifiers of "*keeping the books and records... preparation of financial statements...*", and the two phrases explain why there is a need to keep the books and to prepare

the financial statements of the company. By analysing thoroughly in this way, the trunk will be clearly identified, that is *all expenses shall be borne by the Company*. Therefore the sentence can be well translated by students into the following: 所有为履行本协议条款所要求的或为本公司经营所需要的保存本公司账册记录和准备财务报表的费用由本公司承担。

[Example 4]

Greens hereby represents and warrants to Licensee that the Licensed Software will perform its function without interruption or failure by reason of the calendar year in which used, whether before, during or after the year 2000, or by reason of errors in date processing, date recognition or other date dependent functions, provided that all other products used in combination with the Licensed Software, including without limitation operating systems and other software, properly exchange data with the Licensed Software. In the event of any breach of the foregoing warranty, Greens shall, as Licensee's sole remedy, modify the Licensed Software so as to comply with the foregoing warranty.

There are only two sentences contained in the above example, but it looks like a long paragraph, and the first sentence of it has more than 80 words. In fact, one-sentence paragraphs frequently occur in the legal document and it is common that one sentence consists of 40-100 words or even more. To translate the long and complicated sentences like this, students have to comprehend the grammatical relations of the sentence correctly, thus they will be able to organize the target language logically. That is the key factor of the translation.

For the first sentence, teachers will ask students to read through it and identify the transition word so as to split the sentence to clarify each part of it. The transition word here is *provided*. Before the word of *provided*, there are two trunks: 1) *Greens represents and warrants to Licensee that ...* 2) *the Licensed Software will perform its function without interruption or failure...* Besides, there are two parallel prepositional phrases: *by reason of the calendar year...* and *by reason of errors...* After thoroughly analysing the grammatical relations, students are likely to translate the first half sentence in this way: Greens 公司在此向被许可方声明担保, 特许软件将正常使用, 不会出现中断或失灵, 由于 2000 年期间或 2000 年前后的日历问题, 或由于日期输入、日期识别、及其它日期相关功能。Then after the word of *provided*, the trunk in the clause is *all other products (used in combination with the Licensed Software) properly exchange data with the Licensed Software*. Thus it can be translated into the following: 只要与特许软件配套使用的产品, 包括但不限于操作系统及其它软件, 能与特许产品正常交换数据。

For the second sentence, as long as students can identify the subject, the predicate and the object, there will be no difficulty in translating at all (except for one word: *remedy*). The subject of the second sentence is *Greens*, the predicate is *shall modify*, and the object is *the*

Licensed Software. Thus the second sentence is translated as follows: 如果违反上述担保, Greens 公司应修理所许可软件以符合上述担保, 仅以此作为对被许可方的救济。

From the above example 3 and example 4, it is known that when translating complex sentences and long sentences of more than 40 words, we have to identify the grammatical relations first, so as to split the complicated sentences into smaller parts. Only in this way, the correct comprehension can be achieved. Distinctly, to apply bottom-up approach here is more efficient.

Recognising legal information

When learning contract translation, students notice that even if they have correctly identified the lexical meaning and grammatical relations, they still cannot translate some of the sentences accurately. The reason hidden behind is that many students do not have sufficient background knowledge, contextual knowledge or schematic knowledge. To teach this kind of knowledge, what teachers need is to adopt top-down approach.

[Example 5]

If at any time after acceleration of the maturity of the Loans, the Borrower shall pay all arrears of interest and all payments on account of principal of the Loans and Reimbursement Obligations which shall have become due otherwise than by acceleration (with interest on principal and on overdue interest, at the rates specified in this Agreement).

When translating this sentence, even if one knows what *Reimbursement Obligation* means, even if he figures out that *shall* is a command here instead of others, and he does clearly identify the conditional clause and attributive clause in the sentence, still can't he truly understand the sentence at all. In the case it is definitely impossible to translate it from one language into the other. Why does it happen? It's all due to the legal culture. In the above example, the core word is *acceleration*.

It is well-known that good translation comes from true understanding. To translate *acceleration* in this sentence, students have to make sense of what *acceleration clause* is. According to Black's Law Dictionary (9th edition, 2009:12), *acceleration clause* means a loan-agreement provision that requires the debtor to pay off the balance sooner than the due date if some specified event occurs, such as failure to pay an instalment or to maintain insurance. English-Chinese Dictionary of Anglo-American Law (2012:10) uses “加速到期条款” as an equivalent of *acceleration clause* in Chinese. Filled with the essential legal knowledge, students will comprehend the meaning of the sentence so that they will be capable of translating it, as follows: 在贷款到期行使加速条款的时间内, 借款人须根据贷款的本金支付应付欠款的利息及本金款项, 和所欠债务, 即没行使加速条款也到期的债务 (本金的利息及逾期的利息, 按照协议规定的利率计算)。

As Sarcevic (1997) said, each language of the law is the product of a specific history and culture. To translate a contract, we have to put legal background into consideration. For this kind of non-linguistic knowledge, top-down approach is much more effective than bottom-up approach.

The above example signifies that the missing of legal information is caused by different legal systems. A specific terminology in one legal system does not exist in another legal system. Therefore teachers have to introduce the legal background first, or otherwise students can by no means fulfil the translation task.

In addition to that different legal systems cause the missing of legal information, most of the time, however, the lack of law background also results in the missing of legal information. Take *remedy* of [example 4] for example, as *Licensee's sole remedy* in [example 4] is translated as 仅以此作为对被许可方的救济. For students with law background, *remedy* is a common word. As long as they match 救济 with *remedy*, they will easily translate it. But for students without law background, even if they are told 救济 is *remedy*, they will still be confused, because they do not know what *remedy* or 救济 really mean. Hence teachers ought to apply top-down approach to tell students what *remedy* means before asking them to translate. In Black's Law Dictionary (9th edition, 2009:1407), *remedy* refers to *the means of enforcing a right or preventing or redressing a wrong, it is the legal or equitable relief*. Such explanation before translating will reduce the anxiety of the students who do not have law background.

[Example 6]

Distributor represents and warrants to Supplier that its execution of this Contract and its performance of its obligations hereunder will not violate any provision of its business license, articles of incorporation or similar organizational documents.

In this sentence, the terminology of *articles of incorporation* is the one that needs to be paraphrased to students who do not have corporate law background. This term refers to a *governing document that sets forth the basic terms of a corporation's existence, including the number and classes of shares and the purposes and duration of the corporation*. (Black's Law Dictionary, 2009:128) Being given the information, students will not only translate the sentence (经销商向供应商保证, 本合同的签署及各项义务的履行将不会与其营业执照、公司注册证书或类似组织文件上的规定相悖。), but also they will thoroughly comprehend the meaning hidden behind the sentence. That's what top-down approach advocates.

7. CONCLUSION

Bottom-up approach believes that words, grammar and other details of linguistic knowledge will build up a solid foundation of learning, it holds up with the convictions that linguistic

information counts the most. Top-down approach, on the other hand, asserts that contextual knowledge and schematic knowledge are more important than linguistic knowledge, it claims that background knowledge always matters.

To examine which approach is more effective, this article illustrated the characteristics of a contract. A contract is featured by its unique text structure, special expressions, and complicated sentence structures. Meanwhile, since a contract written by one specific language reflects one specific legal system, another characteristic of a contract is its demonstrating its own history and culture. Thereby to translate a contract, what students need is both linguistic knowledge and legal knowledge.

In accordance with the six example sentences analysed in the article, it is seen that bottom-up approach is more effective in recognising grammatical relations of a contract, while top-down approach is more effective in recognising legal information of a contract. In terms of lexical meanings, bottom-up approach is preferable if the word is linguistics focused, while top-down approach is preferable if the word is context focused.

Moreover, to test one appropriate approach, besides taking the features of the course into consideration, we have to take the specific teaching context into consideration. To make the study more concrete, this article analysed the background of MTI students in ECUPL. According to the data in that part, MTI students can be classified into 4 groups.

The first group are the ones equipped with both linguistic knowledge and legal knowledge, but the percentage is rather low, 2.86% in 2015, 14.29% in 2016 and 8.57% in 2017. That means only a few have the foundational knowledge of the course of contract translation. The second group are the ones who have not taken either English or Law as their undergraduate majors. Compared to the first group, the second group has more students, 14.29% in 2015, 8.57% in 2016 and 20% in 2017. That means many students are lack of both linguistic knowledge and legal knowledge for the course of contract translation. What's more, in the year of 2017, up to one fifth of the students neither have any English nor law background, in that situation they must have had a lot of difficulty in the learning. The third group are the students who majored in law during the undergraduate studies, and the fourth group are the ones who used to major in English. But by comparison, it is seen that ever since in the year of 2016, more students with law background are admitted by MTI program, the figure of third group jumps from 5.71% in 2015 to 11.43% in 2016. Although fewer students with English background are admitted, the figure of fourth group declines from 77.14% in 2015 to 60% in 2017, the students with English background are still the main ones of the MTI program in my University, who are good at linguistic knowledge but desperately need legal knowledge.

In general, judging from the above analysis, it is distinct to see that in the specific teaching context, together with the specific features of contract translation, it is unwise for teachers to apply one approach only in the course. To achieve a more effective teaching effects, teachers are supposed to combine both bottom-up approach and top-down approach to the teaching of the course, thus to create a new view --- interaction.

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